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The first book[1] deals with the general problem of educational organization. Mr. Athearn, who is intimately connected with the general investigation being carried out at the present time in the field of religious education as one of its directors, has attempted a survey of the organization of our national educational system. He has brought into this little book references to all of the leading educational movements of the times. He has referred to the reorganization of the schools through the introduction of the junior high school. He has discussed the relation of the board of education to the people of the community and to the superintendent and teachers. He has commented on the scientific movement in education and on the tendencies to introduce industrial education. He has discussed briefly the reorganization of the curriculum. He advocates vigorously in one chapter the enactment of the Smith-Towner Bill for the creation of a federal department of education. All of this will serve to give to readers not acquainted with these movements at least the names of the movements and some notion of their meaning.

The chief purpose of the book seems to be to advocate the organization of a national system of religious education. Various outlines are given of possible ways in which this can be accomplished.

On the whole, the book will doubtless serve the purpose of exciting some discussion. It is not a book that will be of much service to technical groups acquainted with the facts of school organization and administration. It may be of some use to Sunday school teachers and others who are not in direct contact with these discussions.

A second book[2] from the same publisher has a much less ambitious aim and deals with one particular aspect of the teaching problem. In this book the author has brought together some of the recommendations on story-telling that have been current in secular education for some time and has applied these to problems directly connected with the Sunday school. The book will be suggestive to Sunday school teachers and will lead to an improvement in the story-telling which is an important part of the Sunday school's work.

Advocacy of the public schools.—The *Atlantic Monthly* has been publishing in a number of different forms discussions of the question whether the best education is provided by private schools or by the public schools. Mrs. Sharp's paper which appeared in the *Atlantic Monthly* is reprinted in the form of a book[3] and is a strong plea for a democratic education through public schools. She advocates sending boys and girls to the public schools because of the contact which they will thus gain with all of the people in the community. She advocates the organization of a curriculum in the public schools that shall be free from the domination of the higher institutions. She gives some indication of what she thinks this new curriculum ought to be in her advocacy of some kind of a course which will give children a knowledge of the country in which they live and of its institutions.

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[1] WALTER SCOTT ATHEARN, *A National System of Education*. New York: George H. Doran Co., 1920. Pp. xi+132. $1.50.

[2] MARGARET W. EGGLESTON, *The Use of the Story in Religious Education*. New York: George H. Doran Co., 1920. Pp. x+181. $1.50.

[3] DALLAS LORE SHARP, *Patrons of Democracy*. Boston: Atlantic Monthly Press, 1920. Pp. vii+57. $0.80.